



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

_____	1 Elementary schools (includes K-8)
_____	Middle/Junior high schools
_____ 1	High schools
_____	K-12 schools
<b>_____ 2</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 9415

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☒ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7	4	14	18
1			0	8	8	13	21
2			0	9	10	8	18
3			0	10	17	11	28
4			0	11	9	10	19
5			0	12	13	4	17
TOTAL STUDENTS IN THE APPLYING SCHOOL							121

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
 \_\_\_\_\_ % Black or African American  
 \_\_\_\_\_ % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 100 % White  
 \_\_\_\_\_ % Two or more races  
**\_\_\_\_\_ 100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 10 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	119
(5)	Total transferred students in row (3) divided by total students in row (4).	0.101
(6)	Amount in row (5) multiplied by 100.	10.084

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 70

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %

Total Number of Students Served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>6</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>1</u>	<u>16</u>
Total number	<u>10</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	94%	96%	95%
Daily teacher attendance	5%	5%	5%	10%	11%
Teacher turnover rate	6%	28%	30%	30%	38%
Student dropout rate	0%	0%	3%	3%	3%

Please provide all explanations below.

2006-2007 There was a high percentage of students out of school due to the flu and other illness.

Teacher turnover has been a problem for the Chadwick school because the district must compete with larger school districts which have a significantly higher salary scale. In addition, there was an effort in the district to recruit highly qualified teachers and improve the instructional level in the district. The retention rate has improved by 32% between 2004-05 and 2008-09.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	20	
Enrolled in a 4-year college or university	30	%
Enrolled in a community college	25	%
Enrolled in vocational training	0	%
Found employment	25	%
Military service	5	%
Other (travel, staying home, etc.)	15	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Chadwick High School is located in a rural area of southwest Missouri adjacent to the Mark Twain National Forest. It is part of a small, intimate learning community which offers students an opportunity to be engaged in academics as well as extracurricular activities. The rural setting instills a strong work ethic and allows students a wide array of sensory experiences which contribute to the overall instructional effectiveness of the district. Students experience a strong sense of connectedness; thus, a community-oriented atmosphere is prevalent.

The mission of the Chadwick School District, in partnership with parents and community, is to establish high standards of learning, high expectations for achievement, and guidance for success. Chadwick High School strives to provide students with a positive, stimulating environment; research-based curriculum, instruction, and assessment; a highly qualified instructional staff; and collaborative partnerships with members of the community, parents, and teachers.

Chadwick High School serves 121 students with an instructional staff of 13, many of whom also serve the elementary school students. The student population consists of primarily Caucasian students with 59.3% of students qualifying for free and reduced meals in grades 7-12. There are approximately 14 students per classroom teacher.

Since most of the class sizes are small, teachers have time to individualize student work and constantly use assessments to drive the instructional process. Working within the "family oriented" environment, the staff strives for continual improvement and challenges students to set and reach goals. The intimate school setting allows high school students to be role models for the younger children, whom they know by name. Also, sustained relationships are fostered with teachers, administrators, and other caring adults.

Students are encouraged to get involved in some type of activity which will allow individual areas of giftedness to grow. Almost 100% of students are involved in extracurricular activities including sports, tutoring of younger students, art/music, class level activities, leadership, technology, etc.

Students are taught to self-discipline and evaluate decisions; therefore, there are few instances of violence or bullying, which allows students to feel safe in school. Expectations of appropriate behavior and academic success are reinforced by all staff members. Success is used as a building block for more success in students' achievement, as well as in other aspects of the school environment.

Perhaps the greatest aspect of the Chadwick School District is the climate in the school. The students of Chadwick are "happy" students, and teacher attitudes and morale are high. A sense of collegiality exists among staff members and the support system ensures a "collective responsibility" toward student success and well being (Lee and Loeb, 2000).

Chadwick High School is designated by the Missouri Department of Elementary and Secondary Education as an A+ School, a designation which took three years to achieve. Many of the students in the district will be the first generation to attend post-secondary training upon successful completion of A+ Schools goals and objectives. This program will allow students to be eligible for two years tuition and general fees for any Missouri public community college or vocational/technical school (Financial incentives dependent upon continued funding from the state of Missouri).

The A+ Schools program provides all students a rigorous program of academic and technical education that will prepare them for the workplace, military, vocational/technical school, or college. It is designed to encourage students to finish high school as well as providing all high school students with selections in course

work, career counseling, technology and/or workplace skill development opportunities which are appropriate for them to be successful no matter which post-secondary option is chosen.

Technology is used in the district to provide for educational equity. Due to travel distance, expense, and time required to expose students to cultural and educational enrichment through actual observation, technology is used to bring the world into the students' classrooms. All classrooms are equipped with multimedia resources which allow students to become part of the world wide learning community.

The administration, faculty, staff, students, parents, and community cannot adequately express how exciting and meaningful this nomination has been for our school. We are thankful for the opportunity to participate in the Blue Ribbon Award process. We thank you for your consideration of our district.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

*Context information for the following data analysis is as follows. Prior to 2006, MAP was scored on five achievement levels, which were combined into four levels in 2006: Below Basic, Basic, Proficient, and Advanced. Prior to 2006, MAP (Missouri Assessment Program) Communication Arts was assessed in grades Seven and Eleven and MAP Mathematics was assessed in grades Eight and Ten. Beginning in 2006, MAP Mathematics and Communication Arts were assessed in grades Seven and Eight. Item analysis and field testing for validity was conducted during the 2006 to 2008 for the High School End of Course (EOC) testing in Algebra I and English II. Test scores for the High School are available for Only 2009 for Communication Arts and Mathematics. Proficient and Advanced are the State's indicators of "meeting the standard".*

The Chadwick High School students demonstrated improved performance in Mathematics and Communication Arts during the past four years. In 2006, Seventh Grade MAP Communication Arts results produced 46.7% Proficient or Advanced (state average 43.9%). MAP 2009 test scores in Seventh Grade indicated a 20% increase over four years with 66.7% of students achieving Proficient or Advanced (state average 51.1%).

The 2006 Eighth Grade MAP Communication Arts scores were as follows: 2006-53.3% Proficient or Advanced (state average 42.5%) and in 2009-58.9% Proficient or Advanced (state average 50.2%) which indicated a 5.7% increase over four years. In 2009, 100% of students scored Proficient or Advanced (state average 72.6%) on the MAP English II End of Course Exam.

In 2006, MAP Seventh Grade Mathematics scores denoted 13.3% in Proficient or Advanced (state average 43.7%). In 2009, Seventh Grade scored 66.7% (state average 52.4%) in Proficient or Advanced which indicated a 53.4% increase over the past four years. Eighth grade demonstrated a score of 46.7% (state average 40.6%) Proficient or Advanced in 2006 with 41.2% (state average 47.0%) in 2009, a decrease of 5.5%. The High School End of Course (EOC) MAP exam indicated 86.7% (state average 52.7%) of students scored Proficient or Advanced in Algebra I.

Since Chadwick High School has very little diversity, MAP/EOC disaggregated data is limited to Free and Reduced lunch performance data (2006/51.5% and 2009/55.2%). The NCLB AYP data indicates 42.7% of students in Grades Seven, Eight, and High School scored proficient in 2006, with 32.0% of F/R Lunch students scoring proficient. In 2009, 71.4% of students in Grades Seven, Eight, and English II scored proficient in Communication Arts, with 62.5% of F/R Lunch students scoring proficient. Both scores are well within the 2009 NCLB AYP annual proficiency target of 59.2%.

In reviewing the data, a large portion of the disparity in scores is due to inadequate curriculum and instruction in the high school mathematics and communication arts departments and teacher mobility. The administrative staff, beginning in 2006, worked with a team of teachers to totally restructure the curriculum and develop materials which were more aligned with the State of Missouri performance and knowledge standards. With consistency in the High School Mathematics and Communication Arts departments, it soon became evident that students had been missing critical skills and that the former instructional model was lacking in scope and sequence, with students learning skills in isolation with little or no integration of skills. Test scores have continued to improve since the reorganization of instruction and curriculum. In addition, the inclusion of technology and connectivity have allowed teachers to utilize a vast global collection of resources to help make instruction relevant and integrated.

Prior to 2006, there was high mobility of administrators and teachers. With the new administration, which has remained constant since 2006, teacher mobility has also been reduced significantly. To the extent possible, the new administration brought teacher salaries more in line with other small schools, and worked to provide a positive, supportive working environment for teachers. While there is still some mobility in the instructional staff due to spouse relocation, improvement of instructional staff, etc., the staff has remained fairly consistent since 2008 and 2009.

## **2. Using Assessment Results:**

Assessment data is used in meaningful ways by the Chadwick High School faculty with the primary goal of effective teaching and critical learning by students. The instructional model used by district staff incorporates differentiated instruction and assessment to ensure that learning happens in the classroom and that all students have varying opportunities to demonstrate their knowledge. Based on the assessment results, teachers appropriately decide what needs to be taught next, evaluate changes needed to the instructional process, review assessment results to diagnose student learning deficiencies and design remediation and intervention as needed, and align more effective instructional plans.

The Chadwick High School Team uses a variety of assessment results to drive instruction and intervention strategies. Informal assessments include chapter/unit assessments, teacher made assessments, teacher observation and student participation initiatives. Computerized norm- based benchmark assessments occur three times a year to assess mastery of objectives aligned with the State of Missouri learning objectives. Early release professional development days are built into the yearly calendar to allow staff to review performance data and collaborate on the teaching and learning process. MAP (Missouri Assessment Program) data is used to analyze overall subject area objectives, as well as individual student performance objectives. Standardized results on nationally normed test such as ACT, PLAN, PSAT, and SAT are reviewed during staff collaborative networking meetings. In addition, the school offers ACT at least once a year to give the Chadwick students an opportunity to test in a known environment where test anxiety is limited. This gives the Chadwick teachers a better opportunity to analyze student performance and prepare students for other testing environments.

## **3. Communicating Assessment Results:**

For the first time in the history of the school district, in 2008 Chadwick R-I School District received the State of Missouri's "Distinction in Performance" accreditation award. This award, based on increases in students' academic achievement, was duplicated for the second time in 2009. A large banner hanging outside the school is used to communicate this to the parents, visitors, and the community of the Chadwick District.

Perhaps our greatest communicators concerning recent academic achievements have been the students of Chadwick. They have proudly told parents and extended family about the recent academic achievements, including the nomination by the State for the No Child Left Behind Blue Ribbon Award. These accomplishments have been critical for the district in that the students, for the first time, believe they can compete with students from larger, more prosperous school districts. In addition, these accomplishments have encouraged students to work hard to achieve the A+ Schools tuition incentives in order to continue into post secondary education or training. Achieving the goal of post secondary education will give many Chadwick students the designation of being the first family member to attend college or post secondary vocational education.

Assessment results are communicated through a variety of avenues in the district. Parent newsletters are used to inform parents about school events, including achievements related to student performance. In addition, the school uses technology in the form of a parent communication system which will contact parents and relate information including upcoming events, school closings due to weather or other unanticipated events, or important school information. Parents receive these alerts through the selected method of text messaging,

home phone or cell phone messages, or email accounts. In addition, parents may give permission for extended family to receive these communications.

At the building level, technology is used to keep parents informed of daily student progress. Parents may login to his/her child's daily homework, per classroom, and review recent homework and test scores which have been posted to the teacher's grade book. Each login is secure in that the guardian or parent may view only his/her child's performance data. This technology communication tool has allowed parents to review data and set up parent/teacher conferences as needed, to discuss student performance. In addition, each teacher in the district has a website where homework assignments and other class related information is posted. As homework is tied to assessment, this allows parents/guardians to check student homework assignments and become partners in the student's educational process.

Two times a year, formal parent/teacher conferences are scheduled. At these conferences, formal assessment results are presented and explained to parents. These assessments primarily include the formalized computerized assessments which are conducted two/three times a year, as well as the MAP results. Parents are also encouraged to set up informal conferences to ensure student success. Individual procedures are used by teachers in the classroom to inform students and encourage and promote academic success.

#### **4. Sharing Success:**

The Chadwick District partners with local news media to share events and successful practices. The Chadwick administration and staff believe that success should be shared concerning all aspects of the school and that each component relates to student achievement. As such, students are recognized through media announcements for academic achievement, individual self-motivated achievement, athletic achievement, and character achievement.

Character education is a key component of the school and students are taught to encourage and help others toward academic success, as well as success in other areas. This sets a positive tone for classroom teaching and learning. Students, parents, and the community are included as part of the team working toward goal attainment in the district. Community members and parents are regular school visitors and volunteer to help with many activities. The staff believes this is an effective way to share success. Those adults who work toward goals usually enjoy sharing the good news. In addition to local success sharing, the administration regularly invites local and state VIPs to visit the school. Again, the staff believes that the best communicators are those who observe "first hand" what is happening in the school.

The students and staff of the Chadwick High School are very appreciative of being nominated for the No Child Left Behind Blue Ribbon School Award. Upon successful completion of the academic requirements necessary to be awarded the designation of a Blue Ribbon School, media coverage of school celebrations would follow. Most importantly, continuous academic improvement would be an ongoing goal and younger students would have a benchmark to work toward in the future.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Chadwick has a three tier approach to the teaching and learning process: curriculum, instruction, and assessment. Curriculum in the Chadwick School is designed to challenge all learners and is based on research. It is the catalyst for student achievement. The curriculum sets high standards for student achievement, as well as provides rigorous, relevant knowledge with instructional practices based on data collection. The core curriculum serves as the Chadwick teacher's guide to the daily prescriptive approach to instruction. The written curriculum is vertically and horizontally aligned; that is, the written curriculum is the taught curriculum which is assessed in a continual cycle of evaluation and adjustment. The curriculum is taught within the context of a three-tier pyramid of interventions which are used to continually individual and differentiate instruction.

The curriculum for the State of Missouri was guided by the Missouri Outstanding Schools Act of 1993 and the federal No Child Left Behind Act of 2001. The state's expectations for knowledge and performance conceptualized in the Missouri Show-Me Standards and Curriculum Frameworks from which the Grade Level Expectations and End of Course comprehensive core and exacting curricular guidelines were developed. The Chadwick curriculum is based upon alignment with the State frameworks and serves as the guide for instruction.

The Chadwick staff works together to provide an integrated approach to teaching and learning. There is a collective effort within the staff's curriculum development process to provide for information flow and effective communication. This process is structured to promote collective staff responsibility in providing organized, efficient, and effective curriculum and instruction designed to promote high student performance. Exemplary units and lessons are designed to support a shared philosophy that students must be given support to develop their own unique strengths, interests and abilities within a viable curriculum. The essential curriculum is taught within a "living" curriculum which is enhanced through the use of technology. Through technology, teachers have the ability to constantly evaluate and enhance the curriculum within the set objectives with the focus on enhanced student understanding.

Instructional strategies and assessment are a primary part of the curriculum development process, and the relationship is obviously closely linked to student success. The curriculum is the design, or roadmap for learning, based on the GLEs and EOCs which the state has deemed as knowledge and skills important for students of the 21st century. The Chadwick teachers use the curriculum to develop innovative skills, information, technology literacy, and life and career skills in the context of the core curriculum to prepare students for success in real world applications. Differentiated instruction is used by all teachers in all subject matter to enhance learning by matching student characteristics to instruction and assessment.

The foundation for all curricular areas is Communication Arts. Reading is emphasized through curricular offerings with Seventh and Eighth grade students receiving a full period of instruction in both Reading and English. High School students are required to have four (4) English credits and are offered extended opportunities to expand their knowledge through participation in specialized courses such as Short Stories, Fiction, and Creative Writing.

Mathematics curriculum is implemented by the Chadwick team through a cognitive, systemic, integrated approach which includes computation, problem solving, and inductive/deductive reasoning. Curriculum materials are selected based on scope and sequence of skills. Learning objectives are set through collaboration with lower grade teachers. Formative and summative assessments are used by the classroom teacher to inform instruction, ensuring students make sense of what they are learning and that they are able to demonstrate the

learning through assessment. This provides for data-driven instruction in which assessment and performance measure outcomes. The Chadwick team provides intensive remediation of basic math skills to students demonstrating deficiencies. This allows students to acquire the skills needed as a gateway for higher education, as well as other subjects, specifically science. Technology integration is used to provide for higher level thinking skills and preparation for higher education.

Social studies curriculum exposes students to a historical perspective upon which to base current thought and perspective. Technology and connectivity is used to bring the world into the students' classroom, giving them "real time" perspectives upon historical and current events. Inquiry based and interactive activities promote critical thinking skills and information literacy.

Science curriculum is taught within a context of conventional and hands-on instruction. Opportunities to develop educational background in science begin in the elementary grades in order for students to gain knowledge and confidence in the scientific field. Learning material and equipment have been designed to support a full science program in high school. Chadwick teachers plan student activities using a variety of teaching strategies, allowing students to work on long-term projects. With the convenience of technology and global resources, electronic communications have become the fabric of the science program, allowing the teacher/s to offer a virtual work of scientific inquiry. Students are guided by the instructor into an understanding of the concepts themselves, while working within the precepts of explicit instruction in science knowledge and skills. The rural outdoor setting of the Chadwick School allows the teacher/s an opportunity to work in a natural biological environment which offers an enhanced understanding and emphasis of scientific study.

The Chadwick High School students are offered instruction in Art, Music, Physical Education, Business, Agriscience, Health, Careers, Spanish, and virtual instruction through the Missouri Virtual High School in a variety of subjects. In addition, counseling services are available to help students with career choices, testing preparation, post-secondary education planning, and A+ Schools financial incentives. A parent liaison is available to help struggling, at-risk students and after-school tutoring is available for all students at-risk of failure, or for those students requesting accelerated learning. Recovery software is available for student independent study, as well as independent study for accelerated student study. Summer school programs are available for students as part of the credit recovery program. All programs are taught by highly qualified instructors.

Chadwick High School students are encouraged to participate in local, state, and national educational events. The students participate in the conference events including art, chess, music, math, science fairs, and historical writing contests. Student artifacts and activities are exhibited throughout the school and students are given opportunities to express themselves through events such as talent shows, fashion shows, music performances, athletic events, and drama presentations.

Health and wellness is a way of life at Chadwick. From the cafeteria staff to the physical education teachers, health and wellness is emphasized. Students are encouraged to develop healthy eating habits, and the cafeteria contributes to this belief by providing healthy food choices, as well as a well-stocked salad bar for students and staff. The Parent/Teacher Association provides healthy snacks for celebrations and works with the school to provide for a healthy environment. Various contests are conducted throughout the school year to promote fitness, weight control, and a healthy lifestyle.

Technology integration is central to all classrooms with connectivity to allow for virtual global instruction which is integrated into the instruction. The Library Media Center serves as the central "hub" of the school and offers students' information literacy designed to promote independent study and research.

Foreign language is offered in the school through an on-site certified Spanish teacher, and virtual instruction in French and German is available through technology resources.

Special Education is based on a team approach in the Chadwick High School with many teachers working as part of a Class Within A Class team approach to instruction. Highly effective Individualized Education Plans are designed for the students, and teachers collaborate on differentiated instructional strategies. The response to intervention pyramid is used by teachers to address the individual needs of all students.

Character assemblies are used to promote a positive climate and culture within the school. Students are encouraged to participate in community events designed to promote service learning. Overall, the curriculum areas of the school are designed to provide students with a comprehensive background for future success.

## **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

English (Communication Arts) is based on research-based knowledge and skills essential to student development of a solid foundation in literacy. The curriculum is designed as an integration of language, reading and writing. The curriculum is offered in a student-centered broad context which encompasses the study of fiction and non-fiction poetry, drama and media texts, classic and modern literature, current issues, American literature, and Western literature. Readings, documentaries, and activities are designed around themes which are significant to young readers, specifically identity, relationships, cultural issues, and values. In grades Nine through Ten, students are introduced to continuing themes of American literature and western culture in relation to a multicultural society. As students in Chadwick High School explore themes in the curriculum, they develop reading, writing, language, and research skills. In addition, critical thinking skills are developed as students collectively reflect, speak, and listen to the teacher, other students, and the expanded curriculum provided through technology research and exposure.

A variety of instructional strategies are used to provide stimulating approaches to learning. Students are encouraged to pursue a greater knowledge and understanding of aesthetic, linguistic and social/moral aspects of the written word, as well as evaluate information based on authenticity, reliability, and realism. Students are encouraged to expand knowledge and understanding into intellectual and creative talents through writing competitions, debates, creative writing, and journalism. Cooperative learning is used to promote oral language experiences which promotes the development of the student's general language ability, develops cognitive skills, develops reading and writing skills, and enriches the student's creative and learning processes.

Technology resources in every classroom offer students a print-rich environment. The Learning Resource Center extends the students' tactile experiences with the written word, helping them to develop a life-long love of reading. Teacher lead research in the LRC is used to promote reading for information and pleasure, higher order comprehension skills, and reading for function and purpose.

Through classes, such as Creative Writing, students are encouraged to write clearly and expressively. Six Trait+ Writing is used in the classroom to help students learn to transfer thoughts to the written word. Students use computers to self-correct their own writings allowing them to experience drafting, editing, and redrafting in the preparation of a completed project. Writing in the classroom allows students to become good consumers of language, allowing grammar, spelling and punctuation to become natural outcomes of the writing process. The teacher works as a coach in promoting appropriate language development, while identifying difficulties early in order to provide corrective guidance. Writing experiences allow the students to write expressively and enhances personal, social, and vocational experiences. In addition to English in the Seventh and Eighth grade, all students participate in reading enrichment designed to remediate and expand students' essential reading skills. This helps students to systematically acquire reading, comprehension, and writing skills. Cognitive, emotional and imaginative skills are developed through the writing experiences offered in English classes.

Oral expression in the classroom is encouraged and tolerance is taught as an important part of the curriculum. In order for the students to be successful in other subject areas, they are directed toward enhancing their

abilities in using language in all forms, as speakers, readers, and writers. This allows students to develop oral fluency and expressiveness, and helps them develop in the process of effective communication, promoting tolerance for the views and opinions of others. This promotes life-long learning, application, and confidence in everyday social interaction, social functioning, and social success.

Assessment is an integral part of the English curriculum. With continued feedback, students are guided toward a continuum of improvement strategies designed to enrich the teaching and learning process.

### **3. Additional Curriculum Area:**

Technology literacy and proficiency is a key curriculum component in the education of Chadwick High School students. With SMART capability in all classrooms, teachers are able to integrate technology literacy standards and incorporate inquiry-based learning into all subjects. In the mathematics classrooms, students are introduced and acquire competency in IT skills with resources such as Texas Instruments' hands-on learning activities. In science, students are able to conduct virtual experiments which facilitate multiple investigations into dissections, as well as reconstruction of various biological specimens. Students are also taught to evaluate and become wise consumers of information through exposure and technology access. Presentation and oration skills are enhanced by students' abilities to utilize technology, not only in actual presentations documented with factual information, but also in advanced research study.

Although not a curricular area, extracurricular activities cannot be discounted as a contributing factor in student academic success. Students benefit from participation in any event which gives them a feeling of "belonging" and builds "sense of community", whether participating in a chess tournament, an academic team, an athletic team, art or music contest, drama or talent presentation; or learning advanced IT skills from independent study. These activities are part of the "hidden curriculum" in a school, yet they carry a tremendous role in the development of school climate, thus contributing to overall student success and to the overall success of students in becoming responsible, caring, and knowledgeable citizens capable of adapting and contributing to a future society.

### **4. Instructional Methods:**

Teachers are encouraged to incorporate a variety of instructional strategies into daily classroom instructions including, but not limited to: cooperative learning, hands-on activities, interdisciplinary learning, computer simulations, distance learning, independent study, small group instruction, peer teaching, team teaching, etc. In addition, teachers are encouraged to video tape lessons and self-evaluate performance. Specific "walk-through" evaluations with check lists are conducted by the administration to enhance self-improvement. All improvement efforts are designed to promote self-improvement and to guide teachers in finding the most effective and efficient instructional methods for teaching individual concepts and precepts. In addition, teachers are encouraged to observe other teachers in their classrooms to enhance knowledge of "what works".

### **5. Professional Development:**

Early release professional development (PD) days focus on identified goals for student learning and enhanced instructional learning strategies in the classroom. Teachers participate in professional development activities which focus on curriculum development which is aligned with the State's Grade Level Expectations and End of Course objectives. The schools' CSIP (Comprehensive School Improvement Plan) is used to drive professional development. All related PD must align with identified goals and objectives in the District's CSIP plan.

The District recognizes the expertise of other teachers and uses the "teachers teaching teachers" model when possible. When outside expertise is required, teachers are encouraged to find subject area appropriate and CSIP aligned professional development activities through local, state, and/or national resources. Teachers are

encouraged to become “lifelong learners”, enhancing professional development through the pursuit of higher education or expanded education resources.

Professional development is also used to enhance teachers’ understanding of the link between curriculum, delivery of instruction in the classroom, and assessment. Teachers practice differentiated instruction and assessment in the classroom in order to meet the diverse needs of all students, and to ensure all students have the opportunity to present knowledge through an understandable avenue.

## **6. School Leadership:**

*Kouzes and Posner (2003) found that "leadership is a team performance" and that "collaboration is a social imperative (and) without it, people can't get extraordinary things done in organizations."*

At Chadwick High School, leadership is a shared responsibility by all staff members, students, parents, and the community. Each member of the Chadwick team, whether certified staff, bus driver, custodial, cafeteria, or non-certified staff, is empowered and encouraged to set high expectations for his/her department and to work toward goal attainment. By setting district-defined, common goals, with centralized direction and individualized empowerment, each member of the team can react to situations with the goal of success for all students. With the collaborative effort and “collective responsibility” of academic success for all students, each member of the team can make effective decisions when needed, yet have the support system in place for centralized direction. The leadership works within the concept of data-driven problem solving involving those with a vested interest as part of the assessment team. The administrative team works as “visionary realists” whose focus “is symbolized by a collaborative style that is focused on the mission that all students will achieve and not on ego” (Kukic, S. 2009).

The principal of Chadwick High School works to reinforce the vision, empower the team to work toward goal attainment, and to build, train, and sustain the direction of the team. In addition, the principal supports and offers intervention where needed with students, parents, and community members, minimizing non-productive activities by the teachers, and promoting self-discipline among the students. Committees and Academic Teams are set up to ensure that students, teachers, parents, and community members become partners in the successful education of the students of Chadwick High School. Achievement benchmarks are set and small victories are celebrated as the team works toward high student achievement and happy, productive citizens.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: Missouri Assessment Program English II EOC Exam

Edition/Publication Year: 2009

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr				
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100				
% Advanced	25				
Number of students tested	12				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

### Notes:

Prior to 2006, the MAP was assessed on five levels. Communication Arts was assessed in Grade 11, regardless of the student's completion of English I, II, and III. After 2006, the State of Missouri course objectives were restructured from Grade Level Expectations to End of Course Objectives with course specific objectives. From 2006-2008, the End of Course Exam for English II was designed, field tested, and validated. Therefore, test data for the high school is available for one year only, as other scores were not available for the previous time period.

Subject: Mathematics

Grade: 7 Test: Missouri Assessment Program

Edition/Publication Year: 2006/2007/2008/2009

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	67	63	13	
% Advanced	24	22	16	0	
Number of students tested	21	18	19	15	
Percent of total students tested	100	95	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	5	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	73	50	55		
% Advanced	27	8	18		
Number of students tested	11	12	11		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

*Context information for the following data analysis is as follows. Prior to 2006, MAP was scored on five achievement levels, which were combined into four levels in 2006: Below Basic, Basic, Proficient, and Advanced. Prior to 2006, MAP (Missouri Assessment Program) Communication Arts was assessed in grades Seven and Eleven and MAP Mathematics was assessed in grades Eight and Ten. Beginning in 2006, MAP Mathematics and Communication Arts were assessed in grades Seven and Eight. Item analysis and field testing for validity was conducted during the 2006 to 2008 for the High School End of Course (EOC) testing in Algebra I and English II.*

Subject: Reading

Grade: 7 Test: Missouri Assessment Program

Edition/Publication Year: 2006/2007/2008/2009

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	33	42	47	
% Advanced	29	6	11	20	
Number of students tested	21	18	19	15	
Percent of total students tested	100	95	100	100	
Number of students alternatively assessed	0	1	0	0	
Percent of students alternatively assessed	0	5	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	73	25	27		
% Advanced	36	8	9		
Number of students tested	11	12	11		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

*Context information for the following data analysis is as follows. Prior to 2006, MAP was scored on five achievement levels, which were combined into four levels in 2006: Below Basic, Basic, Proficient, and Advanced. Prior to 2006, MAP (Missouri Assessment Program) Communication Arts was assessed in grades Seven and Eleven and MAP Mathematics was assessed in grades Eight and Ten. Beginning in 2006, MAP Mathematics and Communication Arts were assessed in grades Seven and Eight.*

Subject: Mathematics

Grade: 8 Test: Missouri Assessment Program

Edition/Publication Year: 2006/2007/2008/2009

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	41	50	29	47	
% Advanced	6	9	0	20	
Number of students tested	17	22	17	15	
Percent of total students tested	95	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	5	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	40	36		40	
% Advanced	10	0		20	
Number of students tested	10	11		10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

*Prior to 2006, the MAP was scored on five levels. After 2006, the MAP was scored on four levels: Advanced, Proficient, Basic, Below Basic.*

Subject: Reading

Grade: 8 Test: Missouri Assessment Program

Edition/Publication Year: 2006/2007/2008/2009

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	59	46	41	53	
% Advanced	24	9	12	33	
Number of students tested	17	22	17	15	
Percent of total students tested	95	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	5	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	40	46		50	
% Advanced	20	0		30	
Number of students tested	10	11		10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

*Prior to 2006, the MAP was assessed on five levels. After 2006, the MAP was assessed on four levels: Proficient, Advanced, Basic, Below Basic.*

Subject: Mathematics

Grade: 9

Test: Missouri Assessment Program Algebra I EOC  
Exam

Edition/Publication Year: 2009

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May				
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87				
% Advanced	27				
Number of students tested	15				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

*Prior to 2006, MAP was scored on five achievement levels, which were combined into four levels in 2006: Below Basic, Basic, Proficient, and Advanced. Prior to 2006, MAP (Missouri Assessment Program) Communication Arts was assessed in grades Seven and Eleven and MAP Mathematics was assessed in grades Eight and Ten. Beginning in 2006, MAP Mathematics and Communication Arts were assessed in grades Seven and Eight. Item analysis and field testing for validity was conducted from 2006 to 2008 for the High School End of Course (EOC) testing in Algebra I. Test scores for the High School are only available for only 2009 in Mathematics.*